

PARENTAL CONSENT ALBERTA

Ensuring the Parents' Voice in Their
Children's Sexuality and Gender Development

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Root Causes for Escalating Levels of Gender Clinic Referrals, Sexuality Confusion, and LGBT Self-Identification Among Youth

Annually some 733,000 students, varying in age from 5 to 18, attend more than 2380 Alberta schools.



The capacity of this stadium is 107,601 people.

By way of comparison and magnitude of importance:

- The number of children registered in Alberta schools in 2020/2021 could fill the stadium **seven times**.
- The number of cognitively vulnerable and/or sexually confused/wavering/questioning children attending Alberta schools could fill approximately **half the stadium**.
- The overwhelming majority of Alberta students are taught by some 46,000 teachers belonging to the Alberta Teachers Association, filling approximately **half the stadium**.

The term “**waverer**” has been in use for decades to characterize a boy or girl who is capable of going either way, remaining heterosexual or identifying with the sexual minority (LGBTQ). Similar terms are the sexually “**questioning**” and sexually “**confused**” child.

In [Canadian Guidelines for Sexual Health Education](#) (p.5), Public Health Agency of Canada first quotes the World Health Organization (WHO) working definition of human sexuality and then adds:

Sexuality is a central aspect of being human throughout life and encompasses sex, gender identities and roles, sexual orientation, eroticism, pleasure, intimacy and

reproduction. Sexuality is experienced and expressed in thoughts, fantasies, desires, beliefs, attitudes, values, behaviours, practices, roles and relationships. While sexuality can include all of these dimensions, not all of them are always experienced or expressed. Sexuality is influenced by the interaction of biological, psychological, social, economic, political, cultural, ethical, legal, historical, religious and spiritual factors. - WHO

As a result of these multiple influences, sexuality is best understood as a complex, fluid and dynamic set of forces that are an integral aspect of an individual's sense of identity, social well-being and personal health. – Health Canada

Furthermore, the largest study on the genetic basis of same-sex attraction supports Health Canada and WHO guidelines. In “There is no ‘gay gene’ ([Science](#), 29 August 2019),” Dr. Andrea Ganna, a geneticist at the Broad Institute of MIT and Harvard, and the study’s lead author, concludes at least 75% of sexual behavior can be explained by environmental or cultural factors.

The Health Agency guidelines and 2019 study conclusions refute three successive (PC, NDP and UCP) governments’ “politically correct” operating premise that SOGI self-identity at any age is sacrosanct and immutable (fixed). *Alberta Education* position is that once a child articulates a SOGI self-identity, this identity is fixed – never to be retracted, never to be challenged, never to be changed/modified, and always to be affirmed. Calgary Board of Education framed State policy this way: “...no student or family should ever be referred to a program or service provider that purports to ‘fix’, ‘change’ or ‘repair’ a student’s sexual orientation, gender identity or gender expression.”

Drs. Blaine Achen and Theodore Fenske of the Faculty of Medicine, University of Alberta, wrote on the *Alberta Education* position:

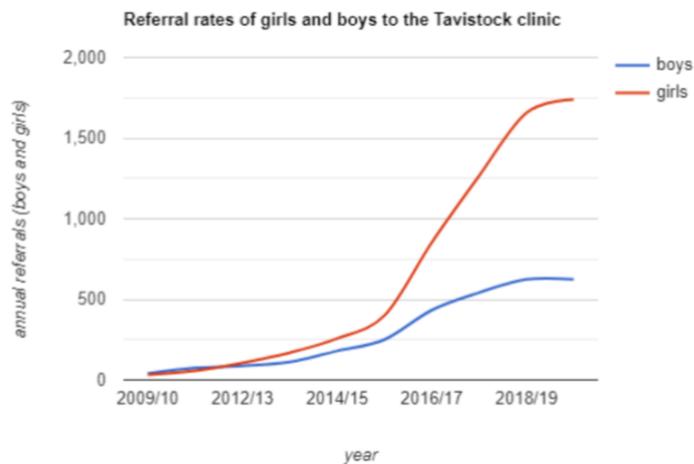
This naïve and oppressive statement disregards the underlying emotional, mental or physical reasons that might lead someone to identify sexually as someone other than his or her morphological and genetic identity. Nowhere else in medicine, other than gender identity and sexuality, is such a reckless stance taken or practiced presently.

Reality is that SOGI is complex, fluid, and the result of dynamic forces. Indeed, in the Elementary Teachers' Federation of Ontario, Winter 2017 edition of *ETFO Voice* magazine, under “[How to become a Super Rad Gender Warrior Classroom Teacher](#),” writer Melissa Major advised teachers to “not make assumptions about the gender of [their] students” and told them:

Gender is not in fact a binary, but a spectrum with masculine at one end, feminine at the other and androgynous or genderqueer somewhere in the middle. Given that there are different points on the spectrum, it’s no surprise that gender identity (one’s internal experience of their own gender) and gender presentation (one’s external presentation of their gender) can be fluid and not fixed.

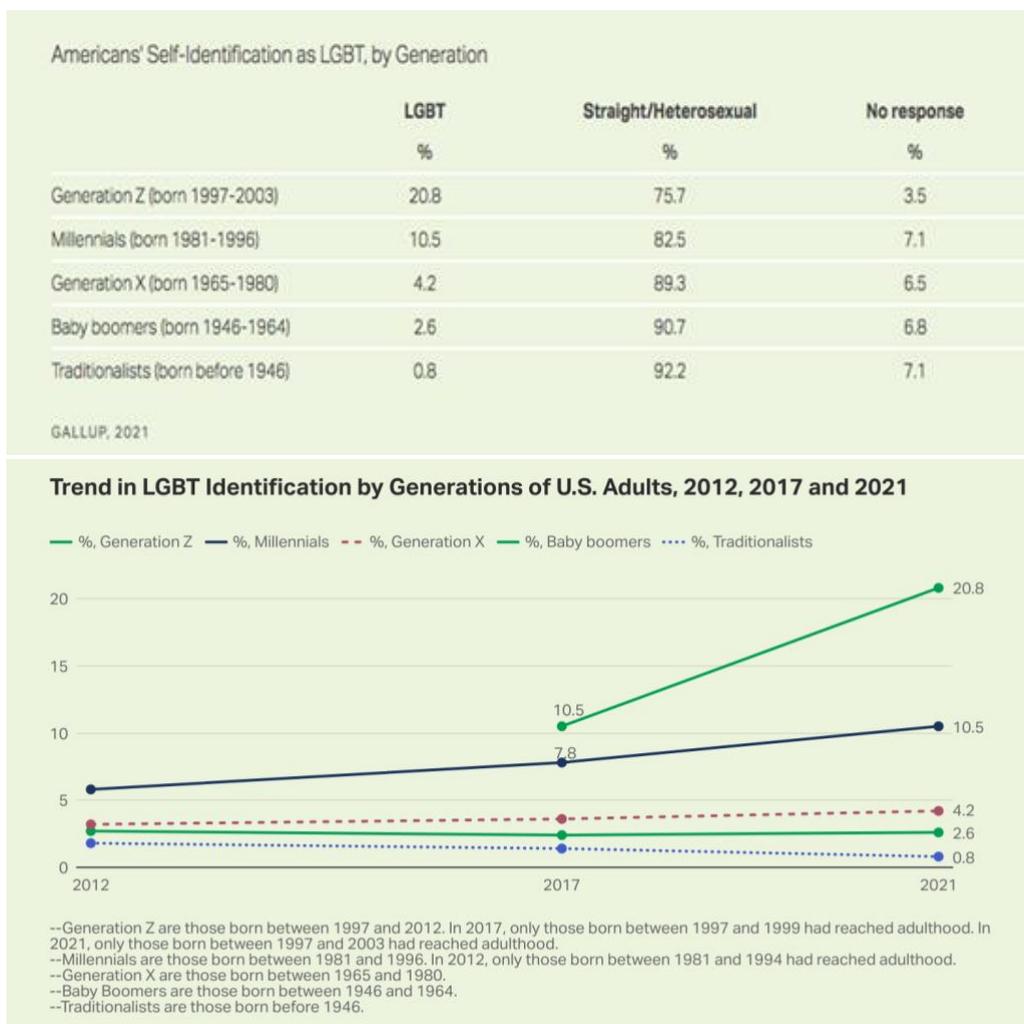
GSA Law, SOGI self-identity rights, and *Inclusive Education* policy have radically shifted key “influence factors” like “educational,” social, political, cultural, ethical, legal, and even spiritual, toward students self-identifying along a sexual minority development path. GSA Law has established only one reference “pipeline” for wavering/questioning/confused youth to access, the “[GSA Club](#) - [GSA-Network](#) - [LGBTQ Activist](#) Chain. A chain with adult indoctrinators holding opinions like Melissa Major.

Ample evidence exists, where such data is collected and made public, to prove the growth trends and the increase in sexuality confusion among youth. In Britain, the following graphic shows the increase in transgender clinic referrals from 2009 to 2016 at Tavistock clinic.



In less than a decade there has been a 1,460% increase in referrals of boys and a staggering 5,337% increase in referrals of girls. In 2019, the number of 13-year-olds seeking treatment rose by 30% in a year to 331. Referrals of 14-year-olds went up by a quarter, to 511. The number of 11-year-olds is up by 28%. The youngest patients were age three ([click here](#) for more details). Some 70% of referrals were girls wanting to be male.

In the February 17, 2022 article "[LGBT Identification in U.S. Ticks Up to 7.1%](#)," Gallup released the following findings based on survey results from 12,000 Americans. Generation Z are those born between 1997 and 2012. However, only those born between 1997 and 2003 had reached "adulthood" at the time of the survey. Thus Gen Z youth ages 9-17 were not part of the survey.



What will be the so-called “Gen Alpha” group experience (born 2013 – 2025) in Alberta, should no legal remedy (boundary-setting law) be put in place to bring rationality and balance to the radical shift in “parent-child-State” relationships and responsibilities?

Dr. Lisa Littman, specialist in gender dysphoria at Icahn School of Medicine at Mount Sinai, New York, reports on a phenomenon she titles “[Rapid Onset of Gender Dysphoria \(GD\) in Adolescents and Young Adults \(AYAs\)](#).” The development occurs in the context of being part of a peer group where one, multiple, or even all friends have developed gender dysphoria and come out as transgender during the same timeframe. Dr. Littman discovered:

On average, 3.5 friends per group became gender dysphoric. Where friend group activities were known, 63.7% of friend groups mocked people who were not transgender or LGBTQ. Where popularity status was known, 64.2% of adolescents had an increase in popularity within the friend group after announcing they were transgender. AYAs received online advice that if they didn’t transition immediately they’d never be happy (31.7%) and that parents who didn’t agree to take them for hormones are abusive and transphobic (37.3%). AYAs expressed distrust of people who are not transgender (24.7%); stopped spending time with non-transgender friends (25.3%); withdrew from their families (46.5%), and expressed that they only trust information about gender dysphoria that comes from transgender sources (53.1%).

She concludes:

*Rapid onset of gender dysphoria that occurs in the context of peer group and online influences may represent an entity that is distinct from the gender dysphoria observed in individuals who have previously been described as transgender. **The worsening of mental well-being and parent-child relationships, peer group dynamics, and behaviors that isolate teens from their parents, families, non-transgender friends and mainstream sources of information are particularly concerning.***

From a provincial governance impact perspective, Albertans should expect similar increasing trends, since our government is neither “hands-off” nor “equally indifferent” to children’s sexuality and gender development, but rather is deeply invested in State promotion/affirmation of sexual minority identities at the off-setting cost of severely eroded heteronormative influence in *Alberta Education*.

Parents need to resolve this question. **Are these unprecedented and expansive statistics indicative of new normal/natural/healthy demographics, i.e. the result of recent relief from centuries of societal/cultural oppression, or are these figures the result of increasing sexuality/gender confusion and sexual experimentation among youth, resulting from ideological indoctrination and State LGBTQ affirmative action overreach in our education system?**

Parents and Families or Friends of Lesbians and Gays (PFLAG) in a pamphlet *Be Yourself* declare:

Our sexuality develops over time. Don’t worry if you aren’t sure. The teen years are a time of figuring out what works for you, and crushes and experimentation are often part of that. Over time, you’ll find that you’re drawn mostly to men or to women – or to both – and you’ll know then. You don’t have to label yourself today.

Note the union between advocating youth sexual experimentation, LGB affirming ideology, and the [sex-positive movement](#):

*The **sex-positive movement** is a social and philosophical movement that seeks to change cultural attitudes and norms around sexuality, promoting the recognition of sexuality (in the countless forms of expression) as a natural and healthy part of the human experience and*

*emphasizing the importance of personal sovereignty, safer sex practices, and consensual sex (free from violence or coercion). It covers every aspect of sexual identity including gender expression, orientation, relationship to the body (body-positivity, nudity, choice), relationship-style choice, and reproductive rights. **Sex-positivity** is "an attitude towards human sexuality that regards all consensual sexual activities as fundamentally healthy and pleasurable, encouraging sexual pleasure and experimentation." The sex-positive movement also advocates for comprehensive sex education and safe sex as part of its campaign. The movement generally makes no moral distinctions among types of sexual activities, regarding these choices as matters of personal preference.*

[Alfred C. Kinsey](#), self-acclaimed sexologist, made this important observation. He concluded that sexual identity is primarily the result of preferred sexual pleasure and that one's chosen path will be the result of early sexual experiences. Biographer Dr. James H. Jones, in his massively researched book *Alfred C. Kinsey: A Public/Private Life*, recorded Kinsey's conviction as follows:

*In essence, Kinsey argued that sexual identity was largely the result of how people, responded to their early sexual experiences. 'After one has a pleasurable first experience, of either sort,' he explained, 'he looks forward to a repetition of the experience with such anticipation that he may be aroused by the sight or mere thought of another person with whom he can make contact.' Reminding the young man [student being surveyed] of his own history, Kinsey argued that 'unsatisfactory experience, of either sort, will (as in your early contact with the heterosexual) build up a prejudice against any repetition of that experience.' Therefore, it seemed clear that sexual identity followed the pleasure principle. 'Whether one builds a heterosexual pattern or a homosexual pattern depends, therefore, very largely upon the satisfactory or unsatisfactory nature of his first experiences,' Kinsey declared. [James H. Jones, *Alfred C. Kinsey: A public/Private Life*, New York: W.W. Norton & Company, 1997, p. 384.]*

Regarding sex positive ethos influences, LGBTQ ideology influences, and sexual experimentation/experience influences upon the sexuality/gender development of our youth, note that among children boys mostly associate with boys and girls with girls. Responsible parents raising children need to know to the best extent possible who is influencing their children's sexuality/gender development, where and when this is happening and what their children are being told and doing at school. However, in the domains of human sexuality and gender identity, our children are institutionally (systematically): (1) isolated from parental oversight; (2) liberated from rational parental consent requirements; (3) encouraged to experiment sexually at early age; and (4) mobilized in GSA clubs for political/ideological activism in our schools as part of an unaccountable adult-run [GSA-Network](#) - [LGBTQ Activist](#) chain. All this is radically impacting and influencing our children starting at **age five**.

Highly recommended for additional reading: [Gender Ideologues' Alarming Campaign to Get Kids While They are Young](#), by Bernard Lane, Australian journalist. [10 minutes]